

Section XII —Additional Information

Calendar for 1996-97

Dates significant to the **1996-97** Accountability System are listed below. Those in boldface type indicate data submission deadlines or test administration dates.

1996

June 27	1995-96 PEIMS Submission 3 due (1995-96 Attendance)
October 25	Accountability System "as of" date for enrolled students
December 12	1996-97 PEIMS Submission 1 due (1995-96 Dropouts and Graduates; 1996-97 Enrollment)

1997

January 30	Last date to submit changes and corrections to 1996-97 PEIMS Submission 1
February 25 - 27	TAAS test administration: exit-level reading, writing, and mathematics (grade 10); writing (grades 4 & 8)
March 1	1996-97 accountability rating and acknowledgment standards and criteria finalized by the commissioner
March 25	Optional TAAS test administration for year-round schools: writing (grades 4 & 8)
Early April	<i>1997 Accountability Manual</i> published and distributed to all districts and schools
April	Districts receive 1995-96 annual dropout rates / lists and 1996-97 pairing form from TEA
April 16-18	Districts receive TAAS exit-level results for all students from test contractor
April 29-30	TAAS test administration: reading & mathematics (grades 3-8)
April 30	Pairing forms due to the Texas Education Agency

1997 (cont.)

May 1-2	TAAS test administration: science & social studies (grades 8)
Mid-May (various)	Districts administer end-of-course examinations during two-week period prior to completion of the course
May 16-23	Districts receive TAAS results for all students in grades 3 - 8 from test contractor
June 3-6	Optional TAAS testing for year-round education schools: reading & mathematics (grades 3-8); science & social studies (grades 8)
June 6	Deadline for districts to contact test contractor to correct problems with TAAS demographic data (May TAAS administration)
Mid-June (various)	Districts receive TAAS end-of-course results from test contractor
Late June	Districts receive: Accountability Data Table (Part I) with attendance, dropout rates, college admissions results, and TAAS / TASP equivalency results from TEA Accountability Data Table (Part II) and Spring 1997 Preview Report for spring TAAS administration from test contractor
Late June	After receipt of Accountability Data Tables by districts, TEA accepts appeals
July 3-11	Districts receive TAAS results from optional test administrations for all students from test contractor
July 18	Deadline for districts to contact test contractor to correct problems with demographic TAAS data (June administration)
July 15	Last day for districts to submit appeals to substitute 1996-97 attendance if they are to be resolved before the August 1 ratings are issued
August 1	TEA issues district and campus (traditional calendar) accountability ratings
Early August	Districts receive Accountability Data Table (Part II) and Spring 1997 Preview Report for June TAAS administration from test contractor
August 31	Last day for districts to appeal August 1 ratings

1997 (cont.)	September 1	TEA issues accountability ratings for year-round schools and schools evaluated under the Alternative Education Accountability System
	September 30	Last day for districts to appeal September 1 ratings
	October 15	TEA issues AEIS reports to all districts and campuses
	November 15	TEA provides the School Report Card to all campuses

Calendar for 1997-98

Dates significant to the **1997-98** Accountability System are listed below. Those in boldface type indicate data submission deadlines or test administration dates.

1997	June 26	1996-97 PEIMS Submission 3 due (1996-97 Attendance)
	October 24	Accountability System "as of" date for enrolled students
	December 11	1997-98 PEIMS Submission 1 due (1996-97 Dropouts and Graduates; 1997-98 Enrollment)
1998	January 22	Last date to resubmit changes and corrections to 1997-98 PEIMS Submission 1
	March 3-5	TAAS test administration: exit-level reading, writing, and mathematics (grade 10); writing (grades 4 & 8)
	March 31	Optional TAAS test administration for year-round schools: writing (grades 4 & 8)
	April 28-29	TAAS test administration: reading & mathematics (grades 3-8)
	April 30	TAAS test administration: social studies (grades 8)
	May 1	TAAS test administration: science (grades 8)
	Mid-May (various)	Districts administer end-of-course examinations during two-week period prior to completion of the course

1998 (cont.)

May 15-22	Districts receive TAAS results for all students in grades 3 - 8 from test contractor
June 2-5	Optional TAAS testing for year-round education schools: reading & mathematics (grades 3-8); science & social studies (grades 8)
Mid-June (various)	Districts receive TAAS end-of-course results from test contractor
Late June	Districts receive: Accountability Data Table (Part I) with attendance, dropout rates, college admissions results, and TAAS / TASP equivalency from TEA Accountability Data Table (Part II) and Spring 1998 Preview Report for spring TAAS administration from test contractor
July 2-10	Districts receive TAAS results for all students in grades 3 - 8 tested in optional administration from test contractor
<i>To Be Determined</i>	TEA issues district and campus (traditional calendar) accountability ratings
Early August	Districts receive Accountability Data Table (Part II) and Spring 1998 Preview Report for June TAAS administration from test contractor
<i>To Be Determined</i>	TEA issues accountability ratings for year-round schools
<i>To Be Determined</i>	TEA issues AEIS reports to all districts and campuses
<i>To Be Determined</i>	TEA provides the School Report Card to all campuses

Underlying Processes to the Accountability System

Dropout Policy

Beginning in 1994, TEA incorporated several significant changes in the way dropouts are counted and in the methodology for determining the dropout rate.

Cumulative membership (that is, the total count of all students who were in membership at any time during the school year) is used as the denominator for calculating the dropout rate. This more closely parallels the numerator, which includes all dropouts counted for that school year.

The dropout recovery process at the state level removes dropouts from the count if they:

- ➡ have received a GED certificate and appear on the agency's automated GED file at the time the recovery procedures are run (this usually occurs in March following the fall PEIMS submission);
- ➡ have remained enrolled in public school somewhere in the state, according to the attendance and enrollment data submitted through PEIMS;
- ➡ have graduated within the last year.

In addition, starting with the 1994 accountability cycle, although a student is reported each time he or she drops out, for accountability purposes, a student is counted only once as a dropout in his or her lifetime. Although dropout information has been collected since 1987-88, this type of recovery will only apply back to 1990-91, because that was the first year that student-level identification data were collected along with the dropout record.

There are several categories of reported dropouts which are not counted in the dropout rate calculated for accountability purposes. These are dropouts identified as: 1) expelled for criminal behavior taking place at school or a school-sponsored event; 2) foreign students returning to their home country; 3) have withdrawn from school to enroll in an alternative or GED program, under certain circumstances; 4) have withdrawn to attend college and are working toward a degree; or 5) meeting all graduation requirements except passing exit-level TAAS. Prior year measures are not adjusted for categories removed in subsequent years.

For reported dropouts, both student ethnicity and socio-economic status are determined from the prior year PEIMS Submission 1 *enrollment* data. (For more detail, see below.)

Student Group Identification Sources

For most indicators, student level demographics are used to disaggregate the all students totals into the four student groups used in the accountability system. The source of this grouping information varies depending upon the indicator.

Ethnicity

The source of ethnicity for each indicator is detailed below. Students who are coded as Native American or Asian / Pacific Islander are included in the all students measures only; they do not impact the African American, Hispanic, or White student group results.

TAAS	Ethnicity coded on the 1997 TAAS answer documents is used to disaggregate results. In most cases, the information is pre-slugged from the district's 1996-97 PEIMS Submission 1 records. Any changes made on the answer document to the ethnic code override the pre-slugged information for TAAS data only; they do not affect the student's PEIMS information.
Dropout Information	<p><u>Denominator</u>: Each student in grades 7-12 reported in membership on 1995-96 PEIMS Submission 3 is included in the denominator. Ethnicity is derived from enrollment records.</p> <p><u>Numerator</u>: Unrecovered dropouts reported on 1996-97 PEIMS Submission 1 are included in the numerator. Ethnicity is made consistent between the denominator and numerator records; i.e., if a student is reported as Hispanic in the denominator, the numerator will reflect the same information.</p>
Attendance	Not Applicable for ratings; this is an all students measure only. For AEIS disaggregations, ethnicity is derived from enrollment records.
College Admissions Results	The ethnicity of students tested is derived from graduate records. If examinee results cannot be matched to PEIMS, then ethnicity is derived from the records provided by the two testing companies. The ethnicity of 1996 graduates is determined from the graduate records on 1996-97 PEIMS Submission 1.
TAAS / TASP Equivalency	Exit-level TAAS answer documents are the source for ethnicity for this calculation.
Comparable Improvement	Not Applicable. These are all students measures.

Economically Disadvantaged Status

A student may be identified as economically disadvantaged by the district if he / she:

meets eligibility requirements for:

- ➡ the federal free or reduced price lunch programs;
- ➡ Title II of the Job Training Partnership Act (JTPA);
- ➡ Food Stamp benefits;
- ➡ Aid to Families with Dependent Children (AFDC) or other public assistance;

received a Pell grant or funds from other comparable state program of needs-based financial assistance; or

is from a family with an annual income at or below the official federal poverty line.

Economically disadvantaged status is not maintained on the PID record, but is reported on some PEIMS collections. The source of this status for each indicator is detailed below.

TAAS

Economically disadvantaged status coded on the 1997 TAAS answer documents is used to disaggregate results. The information is pre-slugged from the district's 1996-97 PEIMS Submission 1. Any changes made on the answer document to the status code override the pre-slugged information for TAAS data only; they do not affect the student's PEIMS information.

Dropout Information

Denominator: Students in grades 7-12 reported in membership on 1995-96 PEIMS Submission 3 are included in the denominator.

For those students reported in enrollment, economic disadvantaged status is derived from 1995-96 PEIMS Submission 1.

Those students who were NOT reported in enrollment the previous year are assumed not to be economically disadvantaged.

If a student is reported in membership at multiple districts / campuses over the 1995-96 school year, the economic disadvantaged status is assumed constant over the entire year. If the student is economically disadvantaged at any district / campus, he / or she will be deemed economically disadvantaged at all districts / campuses.

Economically Disadvantaged Status (cont.)

Dropout Information (cont.)	<u>Numerator</u> : Unrecovered dropouts reported on 1996-97 PEIMS Submission 1 are included in the numerator. Economic disadvantaged status from the denominator record is assigned to the dropout. The economic status reported on the dropout record is retained only if a matching denominator record is not found.
Attendance	Not Applicable for ratings; this is an all students measure only. For AEIS disaggregations, economically disadvantaged status is derived from 1995-96 PEIMS Submission 1 enrollment records, if student IDs can be matched. Those that cannot be matched are assumed not to be economically disadvantaged.
College Admissions Results	Not Applicable. Socio-economic status for college admission testing participants is not available.
TAAS / TASP Equivalency	Exit-level TAAS answer documents are the source for the economically disadvantaged status for this calculation.
Comparable Improvement	Not Applicable. These are all students measures.

Special Education Status

	Special Education status is used only to disaggregate information reported on AEIS reports and the School Report Card; it is not used to disaggregate student groups for accountability ratings and acknowledgments. The source of this status for each indicator is detailed below.
TAAS	Special education status coded on the 1997 TAAS answer documents is used to disaggregate results into special education and non-special education results. The October subset used for ratings is derived from the non-special education results. Special Education status is pre-slugged on the answer document from the 1996-97 district's PEIMS Submission 1, but any changes made on the answer document to the status code override the pre-slugged information for TAAS data only. Any such changes do not affect the student's PEIMS information.
Dropout Information	Dropout rates include both special education and non-special education students. Special education status is not used to eliminate any students from either the numerator or denominator of the calculations. However, on AEIS reports, special education status from 1996-97 PEIMS Submission 1 is used to disaggregate rates.

**Special
Education
Status (cont.)**

Attendance	Attendance rates used for ratings include both special education and non-special education students. On AEIS reports, special education status reported on 1995-96 PEIMS Submission 3 is used to disaggregate rates. A student reported as Special Education in any six-weeks period is considered as Special Education for this AEIS calculation.
College Admissions Results	Since students do not report special education status to the college testing companies, all results for Texas public schools are included in the count of examinees. However, those students reported as special education graduates on 1996-97 PEIMS Submission 1, or who are reported as Special Education students in all six weeks periods on 1995-96 PEIMS Submission 3, are removed from the count of total graduates used in the denominator of the percent tested calculation.
TAAS / TASP Equivalency	Exit-level TAAS answer documents are the source for the special education status for the numerator of this calculation. The status of graduates (the denominator) is determined from the 1996-97 PEIMS Submission 1.
Comparable Improvement	Not Applicable. Special education students tested on TAAS are not evaluated for Comparable Improvement.

Changes to the Scholastic Assessment Test

In April 1994, the College Board introduced a revised test, the Scholastic Assessment Test I (SAT I). Beginning with the 1995 April test administration, the College Board began reporting SAT I Verbal and Mathematics scores to *students* on a "recentered" scale which generally affected students in the class of 1996. Class of 1995 summary data was reported on the SAT I score scale previously in use. However, class of 1996 summary data are reported on the new, recentered score scale.

Recentering reset the average or midpoint of the SAT I distribution of scores to 500 for both Verbal and Mathematics. The percentile ranking of students' scores did not change, according to the College Board. Benefits of recentering are enhanced interpretability of student scores, as well as improved comparability across Verbal and Math score scales. Recentering was also based on a new, more current reference group that is reflective of the larger and more diverse group of college-bound students than the original reference group.

Expected Updates

Throughout 1997, updates to the information provided in this manual concerning the 1997 accountability system will be provided to districts and schools. This information includes:

Principal Performance Incentive Program / TSSAS

Information about statutory awards programs will be provided when details of the program are determined.

New Legislation Concerning the Accountability System

The 75th Texas Legislature convened January 14, 1997, for a 150 day session. Any legislative changes which could impact the 1997 accountability rating cycle or standards for 1998 will be transmitted in a timely fashion to school districts. Legislation without immediate impact will be transmitted via standard communication channels. As most legislation takes effect September 1, the commissioner does not expect statutory changes to affect the 1997 standards and criteria.

Comments and Questions

Comments about the *development of the Texas public school accountability system* should be addressed to:

Address: Criss Cloudt, Associate Commissioner
for Policy Planning and Research
Texas Education Agency
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Austin, Texas 78701-1494

Phone: (512) 463-9701

FAX: (512) 475-3499

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Comments and questions about the *determination of accountability ratings* should be addressed to:

Address: Cherry Kugle, Senior Director
Division of Performance Reporting
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Austin, Texas 78701-1494

Phone: (512) 463-9704

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Accessing Information on the Internet

What's Available

1997

Information on the 1997 accountability system posted on the Internet includes:

1997 Accountability Manual, published April 1997;
1997 Accountability Ratings, to be posted August 2, 1997; updated September, 1997;
Campus Comparison Groups based on 1996-97 characteristics, posted by December 1, 1997.
1997 district and campus AEIS reports.

1996

Information on the 1996 accountability system posted on the Internet includes:

1996 district and campus AEIS reports;
Campus Comparison Groups based on 1995-96 characteristics;
1996 Accountability Ratings; and
1996 Accountability Manual, Parts 1 and 2.

How to Access the Information

General

Information on accountability can be accessed on the Internet.

1. Point your World-Wide Web browser to the Texas Education Agency WWW/Gopher Server at **<http://www.tea.state.tx.us>**
2. Select **Academic Excellence Indicator System (AEIS, Snapshot, Accountability Ratings, Standards & Manual)**.
3. Select **1997 Accountability Manual** (or any of the above subjects of interest).

TENET

If your only access to the Internet is through a dial-up connection to the Texas Education Network (TENET), follow these instructions:

1. From the TENET Main Menu, select **3: Internet Resources**.
2. From the Internet Resources menu, select **12: TENET WWW**, and enter the World-Wide Web using the Lynx browser software. The first page you see will be **Texas Education Network (TENET) Web**.
3. Press the letter **g** and enter **http://www.tea.state.tx.us**
You will see the page titled **Texas Education Agency — WWW/Gopher Server**.

(HINT: To have easy access to the TEA WWW server in the future, add it to your personal bookmarks file by doing the following:
 - a. Enter the TEA WWW server using instructions 1-3 above.
 - b. Press the letter **a**. You will see the following prompt:
Save **D**ocument or **L**ink to bookmark file or **C**ancel? (d,l,c):
 - c. Press the letter **d**. It will reply "Done!", indicating that the TEA WWW server has been added to your list of bookmarks.
 - d. To access the TEA WWW server in the future, enter Lynx by following instructions 1 and 2 above. Then press the letter **v** to view your bookmarks. Select the **Texas Education Agency** bookmark.)
4. Select **Academic Excellence Indicator System (AEIS, Snapshot, Accountability Ratings, Standards & Manual)**.
5. Select **1997 Accountability Manual** (*or whatever of the above subjects is of interest*).